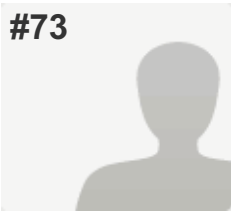


#73

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Thursday, June 16, 2016 3:04:56 PM**Last Modified:** Thursday, June 16, 2016 3:13:08 PM**Time Spent:** 00:08:12**IP Address:** 205.221.83.131

## PAGE 2

<b>Q1: Name of School District:</b>	Benton Community
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<b>Q2: Name of Superintendent</b>	Gary Zittergruen
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<b>Q3: Person Completing this Report</b>	Jo Prusha
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## PAGE 3

**Q4: 1a. Local TLC Goal**

Attract able and promising teachers by offering a competitive starting salary and offering short-term and long-term professional development and leadership opportunities. Retain effective teachers by providing enhanced career opportunities

**Q5: 1b. To what extent has this goal been met?**

(no label)

Mostly Met

**Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

The evaluation of our Teacher Leadership system starts with an analysis of our retention of staff. In the 2015-16 we employed 107.9 FTE. At the end of the 2016-17 school year, we had one staff member retire and we are adding two "Interventionist" positions at our PK-6 level. Currently, we are projecting an FTE of 108.9 for the 2016-17 school year. The state of Iowa requires we have at least 25% of our teachers in TL positions. Our TLS came close to this requirement during the 2015-16 school year by having 24 teachers in one or more roles equaling over 22% of our teaching population. The Teacher Review Council completed their work dutifully with 24 or the 27 roles being filled based on qualified applicants.

Of the 7 new teachers hired in the 2015-16 school year, zero exited in the first year for an exit rate of 0%. In the previous school year, the district hired three new teachers within the district. The exit rate for these teachers after their second year within the district is 0%.

The roles and job description of Model Teacher was changed for the upcoming school year to Data Team Leaders and this modification was approved by the Iowa Department of Education in the Spring of 2016. The 27 teacher leader roles fall into 3 categories, for which professional learning was designed and delivered. During the 2014-15 & 2015-16 school years, those teacher leader categories included:

Curriculum and Professional Development Leader  
Instructional Coach  
Model Teacher

The percent of our full-time Teacher Leaders continuing in their role from 2014-15 to 2015-16 was 83%. The reason it was not 100% was due to one Instructional Coach taking advantage of the early retirement package offered by the District. Also, included in these full-time teachers leaders are two employees who continued their role into their second and third year in the Grant Wood AEA as Induction Coaches.

All teachers in the District were served by teacher leaders in some capacity. According to the teacher leader logs, there were over 1600 collaborative sessions in the 2015-16. The most common content of those sessions included:

Reflective Conversations  
Small Group Interventions and Instructions  
Standards Based Teaching and Learning  
Technology Infusion  
Developing and refining Proficiency Scales  
Assessment (summative and formative)

When asked in a end of year survey, over 50% of our staff said they had reflective or planning conversations with an Instructional Coach on a regular basis. Forty-four percent said they had some type of connection and interaction with an Instructional Coach. Almost 80% of our staff say they have a plan for working with an Instructional Coach at the start of the 2016-17 school year.

Our thoughts at this time is our Teacher Review Council, Administrative Team, Teacher Leadership Members and our entire staff did a great job of meeting our goals for carrying out the selection process with fidelity and keeping true to the intent of the Grant Planning Committee and serving the needs of all teachers and teacher leaders.

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**Q7: 2a. Local TLC Goal**

Promote collaboration by developing and supporting opportunities for teachers in school and school districts statewide to learn from each other.

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**Q8: 2b. To what extent has this goal been met?**

(no label)

Mostly Met

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**Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

One of our goals with our TLS was to create opportunities for all teachers to lead while remaining in the classroom and to serve and collaborate with all teachers who were in classrooms. Within our TLC plan, 94% of our teacher leader staff were able to stay full-time within the classrooms

Also, as part of our collaboration goal, we meet on a weekly basis within our CL/DT's (Collaborative learning and Data Teams) across our District. All members of our #BCTLT are facilitators of these teams, along with our administrative team. We also meet monthly with our #BCTLT to support our work as a system and have integrated (and will continue) to integrate learning with GWAEA partners. One teacher reported, "I look forward to working more with the team as I transition to a new grade level next year. My confidence level is greater, knowing that I will have extra support throughout the year." We also implemented Learning Walks throughout our district and 80% of our staff reported they are interested in continuing this process of getting into each other's classrooms.

We partnered with our AEA and other local schools for three days of training and learning with refining priority standards and learning targets, developing proficiency scales and common formative assessments. Together as content and grade alike teams we analyzed the data from the common formative assessments and worked together across districts to develop instructional strategies to meet the needs of students based on this data.

Our District also hosted several schools who were new to the TLS process as well as being part of panel presentations both within our AEA and at the State level on sharing our TLC journey. We hosted a #BCTLT EdCamp in June of 2015 and are hosting year two of this event in June of 2016. These events help build capacity of all educators and our school systems to help meet the needs of staff and students.

With our high percentage of staff remaining in our TL positions from year to year, we have concluded that the quality of the preparation, support and professional learning of our teacher leaders has provided them with the tools and resources they need in real time to carry out the responsibilities of their roles to meet the needs of our staff and ultimately our students.

We also survey our staff every 30 days on their perspectives of working with and what supports are needed from our teacher leaders. We have used these results to drive our work in serving the staff of our District.

One area we monitor is how teachers are viewing their interactions with teacher leaders. We use a 6 point scale to determine the interaction level between staff and instructional coaches. The scale consists of the following descriptors: Coaching Cycle, Reflective Conversation, Focused Dialogue Initiated by Teacher, Focused Conversation Initiated by Coach, Relationship Building, Absent or Change in schedule. Our data shows that from the 30 - 180 day survey the following changes in percentages based on staff's perception were reported in the data:

	30 days	180 days
Coaching Cycle	12%	24%
Reflective Conversation	20%	22%
Focused Dialogue Initiated by Teacher	17%	8%
Focused Conversation Initiated by Coach	14%	7%
Relationship Building	34%	21%
No Contact	2%	1%

Another data point we collect on these staff surveys is where staff feel they need support from teacher leaders for the CL/DT process. Our data shows that from the 30 - 180 day survey the following changes in percentages based on staff's perception were reported in the data:

	30 days	180 days
Identifying PS/LT's	5%	10%
Creating Proficiency Scales	27%	21%
Creating CFA's and scoring guides	17%	11%
Collecting and analyzing data	20%	18%
Differentiating Instruction	12%	13%
Planning for interventions	19%	22%

**Q10: 3a. Local TLC Goal**

Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involved increased compensation.

**Q11: 3b. To what extent has this goal been met?**

(no label)

Mostly Met

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**Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

One of our methods for measuring the professional growth of teacher leaders was a tool called the Curriculum/Professional Development Leads and Instructional Coaches Effectiveness Rubric. developed by the District. While drafting the Curriculum/Professional Development Leader and Instructional Coach Effectiveness Rubric, the development team examined leadership frameworks from numerous sources, including:

Iowa Teaching Standards

Iowa DOE Framework for Teacher Leadership

Charlotte Danielson Frameworks for Teaching

Learning Forward

Center for Teacher Quality

New Teacher Center

We also have utilized a document entitled: Teacher Leader Self Assessment (TLSA) for all our teacher leadership positions. This tool is from The Center for Strengthening the Teaching Profession. Focus areas of the TLSA are: Working with Adults, Collaborative Work, Communication, Knowledge of Content and Pedagogy, and Systems Thinking. We have also used the Iowa defined Characteristics of Effective Instruction Innovation Configuration Maps (CEI). Focus areas of the CEI tools are: Student Centered Classrooms, Teaching for Understanding, Assessment for Learning, Rigorous and Relevant Curriculum and Teaching for Learner Differences. With each of these tools, each focus area has more specific and descriptive indicators defining levels of proficiency. The CEI tools are also used for teachers to reflect upon their own instructional practices and place themselves in the Innovation Configuration Map rubric with their current reality and create a goal with their Instructional Coach on areas they would like to improve upon.

All teacher leaders, who were fully or partially released from the classroom, reflected on their practice using these tools and developed their Individual Professional Development plan. A reflective conversation took place with their supervisor at that time. In the Spring of 2015, these same tools and results were reflected upon to determine the growth of the teacher leader group for purpose of determining future professional learning and support for these teacher leaders. According to the data, 100% of our teacher leaders see working with adults and analyzing data as an area we need to continue to focus on in our professional development training opportunities.

We also asked for peer and admin feedback in the evaluation process and shared this information with each teacher leader. Each teacher leader is given the option to continue in their role, based on the feedback received from peers and administration. From the 2015-16 school year to the 2016-17 school year, only two of our Model Teachers and one of our Instructional Coaches chose not to continue in their role based on personal decisions. All three of those people said they will continue to serve our staff in whatever ways they can.

Based on this body of evidence, our GWAEA School Improvement Consultant, our GWAEA Math and Literacy Consultants and our Curriculum Director have been working to develop a plan for the beginning of the year "data-team training" for all our current teacher leaders

When the Teacher Leadership Review Council held interviews for our open teacher leadership positions our focus was for every grade level and content area to have teacher leadership representation. Currently, we are missing representation from our 3rd grade and Social Studies CL/DT's. Our plan is to have existing #BCTLT members and administration help support these teams.

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**Q13: 4a. Local TLC Goal**

Improve student achievement by strengthening instruction

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**Q14: 4b. To what extent has this goal been met?**

(no label)

Somewhat Met

**Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

With this being our second year of TLS, we have reviewed our student achievement data from the past two years for any changes in data. One method of measuring student achievement within our District is the Iowa Assessments. Regarding reading results, our District proficiency results increased from 78.4% proficient to 83.6% proficient from the 2014-15 school year to the 2015-16 school year.

Regarding math results, our District proficiency results decreased from 85.46% proficient to 83.% proficient from the 2014-15 school year to the 2015-16 school year. Regarding science results, our District proficiency results remained the same within these two school years at 86.18% proficient across our district. Iowa Assessments are given to our students in grades 3-11 in the Fall of the school year.

Another method of reviewing student achievement data is with our K-6 FAST results. For the past two years our District students in grades K-6 have achieved higher than the State or AEA average, with the exception of our last year's 3rd grade and this year's 4th grade. This is the same group of students and we are looking at options to reverse this trend with this particular cohort of students based on this information.

Our middle and high school are in one building and for the past six years we have collected IPI student engagement data. At the beginning of the 2015-16 school year we transitioned from a 4X4 block schedule at our high school to a traditional 8-period day to match our middle school schedule. We analyzed our IPI data to see if there were any changes in the level of student engagement with the change in our schedule. Increases were reported in the level 5 and 6 of the IPI (student-verbal learning conversations and student active engaged learning) from the 2014-15 to the 2015-16 school year, as well as level 1 of the IPI (student disengagement). As the staff reflected on this data, they determined the number of transitions within the 8-period day may of been a direct correlation with the level 1 numbers increasing from previous years.

The District's four-year graduation rate from the 2013-14 school year was 90.32% and during the 2014-15 school year that increased to 96.55%. Our dropout rate during this same time went from 1.00% to 1.19%. These changes are based on a total number of 7 and 8 students during those respective school years. The state average for dropouts during these two years was 1.84% and 1.69%. Our District ACT results increased from 22.0 to 22.2 from the Class of 2014 to the Class of 2015.

During the 2015-16 school year, we not only transitioned from a block to a traditional schedule at the high school, we also reconfigured all of our elementary buildings and closed one building. Much change happened during this school year in terms of our district culture and climate. The District has been part of the PBIS program for four years. In this past year we saw our in-school suspensions across the district from 27 in 2014-15 to 31 in 2015-16. Our out-of-school suspensions across the district went from 28 to 43 during these past two years. Two areas reported in the Spring SRI showed a decrease in the number of incidences from the 2014-15 school year to the 2015-16 school year. Those areas were in "property damage/vandalism" and "defiance, insubordination or non-compliance".

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**PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.**

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**Q16: 5a. Local TLC Goal**

Our district goal is for 100% of our students to achieve one year growth in reading comprehension.

**Q17: 5b. To what extent has this goal been met?**

(no label)

Somewhat Met

**Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

We used Iowa Assessments to measure this goal for grades 4-11. We did not meet this goal in grades 4-11. Only 46% of our students in grades 4-11 met this target. Our District, in grades K-3, will be using FAST to measure this goal. We did not meet this goal in grades K-3. There were, however, pockets of success. We had one grade level in one building meet 97% proficiency on the FAST assessment. Overall, in grades K-6, our District results on FAST showed that 77% of our students in those grade levels are proficient. According to Iowa Assessments, 82% of our 3-6 students are proficient in reading comprehension. As a school system, we are working diligently to help us move past proficiency to year's growth in reading comprehension.

**Q19: 6a. Local TLC Goal**

*Respondent skipped this question*

**Q20: 6b. To what extent has this goal been met?**

*Respondent skipped this question*

**Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

*Respondent skipped this question*

PAGE 5

**Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.**

NA

**Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.**

Our understanding of our scope and sequence of identified priority standards and learning targets across our entire system is more fully understood by all staff.

The following comments were taken from our staff surveys:

"This has been a great experience for our building and district!"

"We worked on many things this year! Proficiency scales work, goal setting with students, parent/student feedback, to name a few. I'd like to continue working on these areas next year."

"In my new role this year, all of the model teachers and the instructional coach have been very helpful for many different reasons. I feel comfortable speaking with them all on any questions I have."

"Thank you for all of your help both in our classrooms and out of the classroom, for us as teachers, and for the students. Your feedback and help is very much appreciated."

## Impact of TLC Plan - 2015-2016

**Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:**

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

,

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

,

Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.